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ABSTRACT

The teaching unit focuses on a month (November) of primary grade learning activities which focus on being thankful for food, family, and friends. Concepts stressed throughout the unit include: We are all part of the large family of Americans; Families are made up of a variety of people and our families are usually different from each other; Families work together to keep their home nice; Families play together and care about each other; Families celebrate having good food to eat by the feast of Thanksgiving; During Thanksgiving we have special foods such as turkey, cranberries, and sweet potatoes. Suggested books, movies, and a calendar of activities are provided. Provided for each activity is information on the content area, the age group, the activity (includes materials, special set-up, objectives to stress). Also provided on each activity sheet is space for recording individual students' expected responses to the activity. A variety of handouts and cutouts suitable for duplication are appended. The unit is intended to be used as part of a curriculum package which includes language boards and tape recordings. (DB)

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THANKFUL FOR FAMILY AND FOODS!

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(an ABLE teaching unit)

EC 212126

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Introduction to theme: **Thankful for Family and Foods**

Following the excitment of Halloween, the students are very thankful for all the candy and food treats that they received while "trick or treating". During the month of November, the unit activities will stress the concepts of being thankful...not only for the foods that we get to eat, but for our family and friends.

The unit starts out with a focus on family. The activities during the first week draw attention to the similiarities that we share with all families. The concept that the activities revolve around is that the people with whom we share our home are our "family". This month is a perfect time to plan an open house. You may wish to do this inconjunction with the Thanksgiving dinner. There are several "skits" included so all students, regardless of functioning ability, can participate in a family program. You may also want to take several slides of the students at school with their "school family" engaged in different kinds of "working together, playing together, and caring about each other". At the beginning of this unit, ask families to complete the family information sheet and send in photos of their family to share during the unit. Let the family know that these will be used in teaching activities as you help their family member learn about the people (s)he lives with.

Other concepts stressed during this unit include:

(1) We are all part of a large family of Americans. We live in the United States, in Michigan.
(2) Families are made up of a variety of people, and families are usually very different from each other.
(3) Families work together to keep their home nice.
(4) Families play together and care about each other.
(5) Families celebrate having good food to eat by having a big feast called Thanksgiving.
(6) During Thanksgiving, we have alot of special foods: turkey, potato, corn, cranberry, sweet potatoes.

The supplementary materials contain the language boards, songs from the TOTAL curriculum used during these activities, suggestions for additional cooking/Thanksgiving menus and assorted other ideas that you can incorporate into the unit. We hope that you add your own ideas to this supplementary packet and this is one of the

reasons why we encourage you to put this information in a duotang folder.

Here are some books that you can use to supplement many of the teaching activites.

A Day in the Life of American (photographs showing Americans throughout the country engaging in daily activities)
The Family of Man by Steichen(another photograph collection showing families from all over the world engaging in similiar activities)
Family and Mother's Helper (Helen Oxenbury)
Matthew and His Daddy and Sonya's Mommy Works (Arlene Alda)
Daddies (Lonnie Carelton)
Where's My Daddy (Sheigo Wantanabe)
What Kind of Family is This (Barbara Seuling)
Homes (Jan Pienkowski)
Buster's Morning and Buster's Afternoon (Campbell)
How We Live (Harper and Roche)

The Thank You Book (Francoise)
The Pilgrim's First Thanksgiving (McGovern)
The Pilgrim's Party (Lowitz)
Over the River and Through the Woods (Child)
The First Thanksgiving Feast (Anderson, actual photos)
Cranberry Thanksgiving (Devlin)

Supplementary Materials:

Pumpkin Pie from the series I CAN Unit 1 (Scholastic) is a film strip that shows children preparing a Thanksgiving dinner.

Five Children and Five Families (Scholastic) is a series of ten filmstrips that describe children in different families: a cowboy family, a Puerto Rican family in the city, an Appalachian family, a fisherman family, a Navajo family, a circus family, a Hispanic family and a Chinese-American family in Chinatown.

Computer Software: In **Comparison Kitchen** by DLM, there are several games which could be used by some severely impaired children. In "Cookie Hunt", the child looks at a group of cookies and decides which one matches the sample shown. At the "Bake Shop", the child must find the matching cookie cutter and then the same color and icing.

SCHEDULE OF ACTIVITIES FOR THE UNIT: THANKFUL FOR FAMILIES AND FOODS

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
CE/Language: "Home Is Where The Heart Is" IA/Music: We Are Family - Part I	Discovery: "Patriotism Swells in Our Hearts" IA/Art Centers "Grab Bag Art" Red, White, Blue	HM/Cooking "Cranberry Jam"	CE/Theme Teaching "Families At Work" IA/Social Leisure "A Part of the Family"	HM/Cooking: "Friendship Salad" IA/Music "We Are Family" Part I CE/Social Seasonal "A Celebration of Family"	
CE/Language "Families LOVE and PLAY IA/Music "We Are Family" Part II	Discovery: "Making Up Like Mom & Dad" IA/Art Centers "I Love My Family" "School Family Quilt"	HM/Cooking Cheese Ball	CE/Family Program Rehersal IA/Social-Leisure "Mom's Pocketbook"	HM/Cooking "Sweet Potato Custard" IA/Music "We Are Family" Part II CE/Social-Seasonal Family Program Rehersal	
CE/Language "Giving Thanks for Family, Foods and Friends" IA/Music:"Eat It"	Discovery: "Getting Ready for Thanks-giving" IA/Art Centers "FOOD ART"	HM/Cooking "Turkey Roll-Ups, Mashed Potatoes, & Gravy"	CE/"Muppets Take Thanksgiving" IA/Social-Leisure "Days of Thanksgiving" Turkey Song	HM/Cooking "Sweet Potato Custard" IA/Music: Eat It CE/Social-Seasonal "Over The River"	
CE/Language "Let's Go Krogering" IA/Music:"Eat It"	Discovery: "A Very Corny Day" IA/Art Centers Handy Turkey Mural Turkeys on the Table	Family Program A Family is Best Performance Thanksgiving Dinner			

CURRENT EVENTS

Cognitive: Acquires learning skills

1. Increases motivation to interact
2. Attends to instructor/task
3. Imitates vocalizations/actions
4. Matches objects/pictures
5. Identifies/makes choices among objects
6. Follows directions

Cognitive: Develops basic cognitive abilities

7. Acquires object permanence/searches for objects
8. Interacts with/represents objects and learns early play skills
9. Understands cause and effect relationships

Cognitive: Processes information relating to attributes

10. Matches/identifies/names colors
11. Names/demonstrates function of objects

Communication: Acquires functional/pragmatic language skills

12. Developes early communication/interaction skills
13. Uses single word utterances
14. Uses language to express feelings, needs, and to share information

Communication: Learns vocabulary

15. Learns nouns
16. Learns verbs
17. Learns prepositions

Communication: Learns non-verbal communication skills

18. Learns sign language
19. Learns to use communication boards
20. Learns to use electronic devices

Social: Improves interpersonal relationships

21. Improves interaction with adults
22. Improves interaction with peers

Leisure/Recreation: Participates in social/community activities

23. Participates in social activities (e.g. parties)
24. Attends community events/activities

Independent/Functional Living: Follows routines

25. Follows daily school schedule
26. Follows daily routine, including home maintenance tasks
27. Uses calendar to keep track of activities/performs non-daily maintenance routine
28. Follows seasonal/weather related routines

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Home Is Where The Heart Is" This is the introduction to this Unit that stresses family, foods and thankfulness. During the first week, activities will center on things that help make us a family, and identify some things we all have in common. Materials needed are: "America" by Neil Diamond; paper, photos of houses, materials mentioned in #3.

1) Begin by establishing that we are all in a group with our "friends" - and we are all part of a family. Call each student's name and have them use their selected response mode to indicate awareness. (2,3,12,21) Explain to students that even though we live with various families - we all live in America. Listen to song about America. (1) We all live in Michigan, shaped like a mitten. Trace a student's hand (like a mitten) and mark the city with a star. In our city, we all live in a house with our "family".

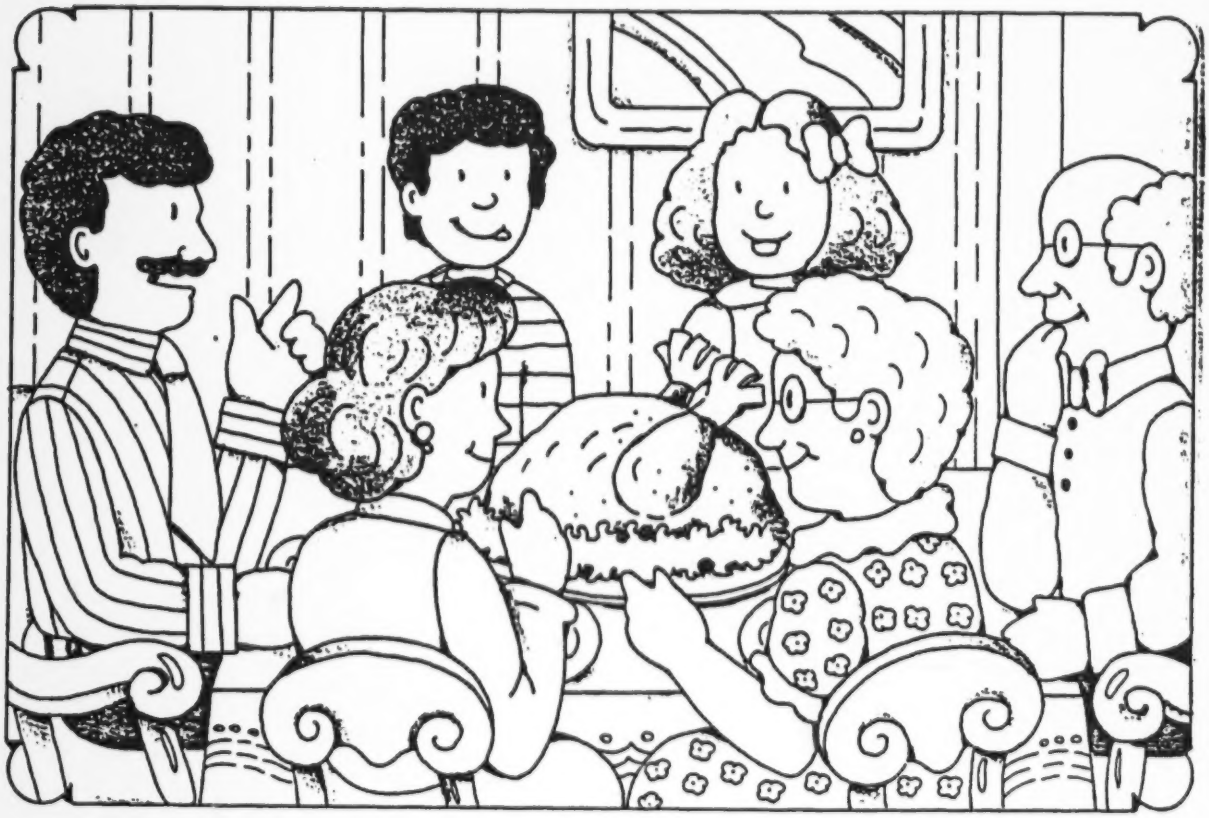
2) Introduce the sign/symbol for "HOUSE". Show pictures of various houses, apartments, condo's, etc. Ask students to show you the type of house they live in. (3,5,15,18)

3) There are usually three types of rooms in all houses: a kitchen, bedroom and bathroom. Have pictures of these rooms mounted on cardboard. (Cut them from catalogues or magazines.) Identify the rooms and tell students they are going to play a game called "Helpful Household Hints". This game involves putting items in the correct rooms. Have an assortment of pictures and objects available. Some suggestions:

BATHROOM	KITCHEN	BEDROOM
bar of soap	pan	pillow
towel	spoons	chest of drawers
toilet brush	stove	bed
toilet paper	refrigerator	socks
shampoo	canned food	
sink		

Individual Student's Expected Response to Activity:

4) End the activity by stressing the idea that the people who live together in a house are a family and that families work together to keep the house clean and nice to be in. Ask students what they learned that families do, ("work together"). (19,20)



UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: CURRENT EVENTS

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). This is a large language group activity that will build on the concept that families work together to keep the house nice and in order. The staff should have an outline for the Chore Chart available to complete. This should be made on a large poster board and laminated, so stickers can be peeled off as the student progresses. Also, have three photos posted: someone cooking, someone cleaning house and someone taking bath/self-care. Have the following objects/pictures available: objects used in cooking; cleaning materials such as a bucket, sponge, broom, cleaner; self-care items brush, comb, soap, toothbrush, etc.

"FAMILES HARD AT WORK"

1. Begin by describing how one thing that families do together, especially in their house, is work. Everyone has chores and responsibilities. Ask what we are going to talk about that families do ("work together"). (12, 14, 18, 19, 20)
2. The three things we are going to talk about are (a) Families cook, (b) families clean house, and (c) families wash and care for their bodies. Point to pictures as you talk. Ask questions and have some students identify the pictures. Then put all the objects out on the table and have the students (A) Find/identify objects that are used in cooking. Have them act out stirring, pouring and mashing. (B) Find objects/pictures that correspond to the housekeeping skills that are part of their individualized programs. Let students demonstrate a particular skill. (C) Identify and demonstrate the function of an object that is associated with self-care: brush, comb, toothbrush,washcloth, etc. (1, 2, 3, 4, 5, 6, 11, 15, 16, 18)
3. After you have stressed how we have to help out when we are a family, make a chart of the chores that the students are learning to do. Use traffic light symbols to chart progress. RED Dot: Needs to stop and get assistance; YELLOW Dot: Give a verbal prompt and monitor; GREEN DOT: "Don't be a jerk, let them do the work!" Display this in the room with bulletin boards about families so everyone can see and you can evaluate how they are doing as a group. Have pop quizzes every now and then to evaluate progress. (2,3,6,26)

. . .

	Mike	Chris	Karen	Cindy	Dave	Andy	Aulpa
SWEEP							
DUST							
BEDS							
WIPE							
TRASH							
SET TABLE							

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: Current Events

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). This activity is designed to be used during the social/seasonal time period. The focus is the celebration of the uniqueness of everyone's family. Hopefully, all the students will have brought in pictures from their "family unit" that you have requested by letter at the beginning of the week. Use all the materials that have been sent in by the student's family.

"A CELEBRATION OF FAMILY"

1. Use the photos that were sent in by families to make the student's WE ARE FAMILY board. If the student resides in a group home- ask for pictures of other residents and caregivers that the student might be attached to. After all, this is the student's "family". Post the pictures on the board and write names underneath them. (The student's name should be a part.) Work on identifying people in the family. This can also be done as an individual activity. Use the record "We Are Family" to signal that this is the start of the group activity and to bring their family boards. Talk about everyone's family. (2,3,4,6,13, 15,18,19,20)
2. Have a bulletin board available with the cut-out letters "FAMILY QUILT". The boards should be placed on a colorful piece of construction paper/wallpaper so it looks like a border. Call each student's name and have him put his board (family) on the bulletin board so that his family becomes a part of our large family, our community. After all the families are up there, see if students can pick their's out from the group. (2,3,5,6,13,18,19,20)
3. Using the information from the family sheets that (honefully) were returned, play records of favorite family songs...identifying the song selection with the student. Read a favorite family story, or show a picture of a favorite family food. (1,2,3,21,22,23)

NOTE It is a real possibility that you will not get feedback from families. If you do not get photographs, spend the morning with the students looking through magazines and making a family board that represents the members of the family. Try to get pictures that bear a resemblance to family members. Don't use white people for Black or Asian family members.

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: CURRENT EVENTS

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity) This is a large group language lesson that will build on the concepts associated with families: that while we work together, we also play together and love each other. Get an assortment of photographs (from picture collections or magazines) that show actions associated with these ideas.

"FAMILIES LOVE AND PLAY...AND LOVE TO PLAY!"

1. Bring the group together and tell them that we are going to talk about our families again this week. Call each student's name and have them find their own family, or their own picture on the "Family Quilt". (1,2,5,6).
2. Show pictures of families playing and showing affection for each other. Tell the group that families also play together and love each other. Go through the pictures and categorize them for the students. Some suggestions for photos are:

PLAY	LOVE
-Families watch TV/movies	-Families hug each other.
-Families listen to music/sing.	-Families smile at each other.
-Families like to dance.	-Families hold each other's hand.
-Families like to play games or with toys.	-Families wipe tears when someone is sad or upset.
-Families like to take trips.	

After you have labeled all the pictures, go through them again, and ask the students to identify the picture using their signs/boards. ("What is this family doing" Answer: "we play together",etc.) Then have the students come up and pick one of the activities in the photo to indicate it is what their family likes to do. Make a chart of the choices.

3. If you have time, you may wish to have the students act out different ways that families can show each other that they love the people in their family. (3,6)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: CURRENT EVENTS

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity) This is a language activity that provides three different "performance" selections for the students. The dramatic poems are in the form of skits that can be presented at the family program held on the day before Thanksgiving. Copies of the poems are included in the supplementary materials. Divide the students into three groups according to their response level: Awareness, Imitation, Self-Initiation. Have a staff member work with one of the three groups. Describe the poem, demonstrate the actions you want the students to do, prompt the students through the imitation of the actions, and then have them perform as independently as possible. Here are the suggestions for each of the groups:

SELF-INITIATION: Do the song/poem "A Family" to the tune of Twinkle, Twinkle, Little Star. The staff should play the song on the xylophone or electronic piano. Teach the students to do the motions to the song while the staff member recites it. You will probably want to post a large copy of the poem and actions on poster board. Vary the actions according to student ability...you might think of some more appropriate ones than those that are suggested with the poem. (1,2,3,6,21,22,23)

IMITATION: Do the song "In A Family" to the tune of Ten Little Indians. Again, accompany the song with music on a xylophone or autoharp. Have the students use their communication boards/signs with this instead of doing the circling. (1,2,3,6,18,19.21.22.23)

AWARENESS: Do the poem "A Family is the Best" Cut large letters for the students to hold. (You may wish to pin the letters on the students, and have them turn their bodies around when you prompt them). While the staff reads the poem, the student will turn around and hold/show their letter until "Family" is spelled out. (1,2,6)

This should be practiced at least three times a week if it is to be used in a program. Following the small group practice, bring the group back together to read a story about families. Use either Family by the Total Curriculum (Communication Skill Builders) or Family by Helen Oxenbury.

Individual Student's Expected Response to Activity:

UNIT: **THANKFUL FOR FAMILIES AND FOOD**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

This is a large group language lesson that stresses the ideas that we give thanks for family, friends and food and celebrate with a big feast. Have pictures and/or objects of the traditional thanksgiving foods that will be talked about during the next two weeks (i.e. turkey, dressing, sweet potatoes, cranberries, pumpkin, etc.) Also, you will need a sheet of newsprint for each student, pictures from magazines to represent foods and family, record "I'm Thankful for _____" by Hap Palmer.

"Giving Thanks for Family, Food and Friends"

1) Tell the group that in the fall, in November, we celebrate being happy that we have good things to eat and family and friends to share with by having a big feast called "Thanksgiving". Using the objects/pictures, identify the traditional foods we eat. have students identify the foods they like. Tell them that is what they should be thankful for on Thanksgiving. (2,3,4,5,15,18,19)

2) Before the family eats the "big meal", they usually give thanks. Using the song, "I'm Thankful For _____" (from Ideas, Thoughts, and Feelings, by Hap Palmer), have students stand and hold hands while the song is playing. Staff can fill in the open-ended statement when necessary for the students. You might want to teach students to sign "thank you" when it's their turn. When the song is over, squeeze hands tightly and sit down. Of course, you can do the activity without the song. It is something all students can participate in, even if it is just allowing someone to hold their hand and squeezing in return. Send the activity home so the family can include it in their mealtime routine and provide an opportunity for family interaction with the handicapped member. Do this activity before mealtime as you are eating family style. (2,3,6,13,14,18,19,23)

3) Give each student a piece of newsprint called "Things I Am Thankful For". Have them select, from precut pictures, a food and family member. Then ask them to show you a "friend" they are thankful for. Write the friend's name on the paper. Display in the hall with the student's name under a Banner called "Giving Thanks".(1,2,4,5,6,22)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILIES AND FOOD

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

This is a large group language activity that will build on the concept of getting ready for the "harvest feast" - Thanksgiving dinner. Materials include Kermit the Frog puppet, Fozzie Bear puppet (or similar), assorted objects as described in the activity below.

"THE MUPPETS TAKE THANKSGIVING"

Kermit the Frog appears before the group of students and tells them the story of the "Muppet First Thanksgiving". Since they are all "frogs, bears, pigs, dogs and things..." they really don't know much about how to go about it. Involve the students in either (or both) activities.

1) Provide plates, spoons, forks, knives, placemats, napkins, cups and "distractor" objects of ball, toothbrush, comb, etc. Show the students the items and name them. Then place all the items on the table. Kermit will ask the students to help him set the table for the muppets dinner. Students will select items and proceed to place them properly. Then ask, "Now what are we ready to do?" ("Eat") (1,2,3,4,5,6,11,18,19,20,23)

2) Fozzie appears to find out what people eat on Thanksgiving. Use pictures and/or real items to assist students in identifying Thanksgiving menu items. (You can use the same materials from "Let's Go Krogering".) (2,3,4,5,6,18,19)

Individual Student's Expected Response to Activity:

UNIT: **THANKFUL FOR FAMILIES AND FOOD**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

"OVER THE RIVER AND THROUGH THE WOODS"

This favorite Thanksgiving song provides opportunities to work on the balance beam and other balancing skills. Read the book to the students. Play or sing the song. After the song is over, tell the students they are going to practice going "over the river and through the woods". Here are some ways to do it: **

1) Place balance beam over blue butcher block paper cut out like a pond. Students must cross the river. If they fall, squirt their hands or legs with a water mist... tell them they are wet because they fell in the river. (2,3,6,23)

2) Use several pylons that have a green tree top taped to them. (This will be the woods.) Create an obstacle course for students to walk through. If they hit a pylon, they have to go back and they don't make it to Grandma's house. Have a treat waiting for those who make it. Ask them "What do you want?" ("Eat") (2,3,6,14,18,19,20)

3. Create a peer interaction game by combining the two activities. Let the student select a friend to take to Grandma's house. They must both walk over the river. One student must pull the other on a scooter to get through the woods. Have a treat to share when they get to Grandma's house. (1,2,3,6,22,23)

**Many physical education/gross motor objectives can be worked on here.

Individual Student's Expected Response to Activity:

INTEGRATED ARTS

Social: Develops positive self-concept

1. Moves through stages of attachment, spearation and early independence
2. Increases self-awareness
3. Behaves appropriately when expressing feelings
4. Participates in class activities

Social: Improves interpersonal relationships

5. Improves interaction with adults
6. Improves interaction with peers

Social: Improves classroom behavior and learns self-control

7. Improves classroom behavior (e.g. attends to and completes tasks)

Leisure/Recreation: Learns general skills related to preparing for/accessing leisure/recreation activities

8. Prepares to participate in leisure/recreation activity
9. Accesses leisure/recreation activity

Leisure/Recreation: Listens/watches/reads for entertainment

10. Listens to tapes, radio, records/watches TV
11. Looks at/reads books

Leisure/Recreation: Develops art/craft/drama/music skills

12. Learns art skills
13. Learns craft skills
14. Role plays/develops drama and music skills

Communication: Learns non-vocal communication skills

15. Learns sign language
16. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
17. Learns to use electronic devices for communication

Cognitive: Acquires learning skills

18. Increases motivation to interact
19. Attends to instructor/task
20. Imitates vocalizations/actions
21. Matches objects/pictures
22. Identifies/makes choices among objects
23. Follows directions

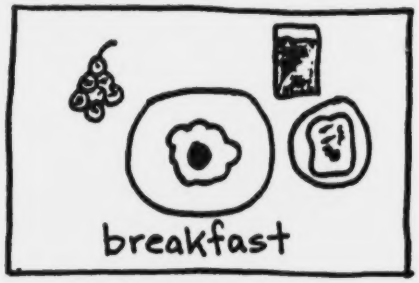
UNIT: THANKFUL FOR FAMILIES AND FOOD

CONTENT: CURRENT EVENTS

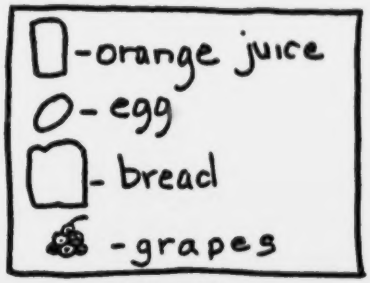
AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

This activity will help students learn what the traditional Thanksgiving foods are as well as generate some excitement about planning a big meal. Have several pictures of various meals (menus). Suggestions are: a breakfast picture, a soup and sandwich picture (lunch), hamburgers, a casserole dinner picture, and a Thanksgiving dinner. These pictures should be relatively large and mounted on a large piece of poster board. On the back of the pictures, arrange individual pictures of the "ingredients" that make up the meal. This will be used as your "menu" selector.



FRONT



BACK

"LET'S GO KROGERING . . ."

Describe how we will all be participating in a big meal on Thanksgiving. It is a dinner meal, and certain foods will be served. (You may want to use a picture as a help for describing the family meal. The print of Norman Rockwell's Freedom From Want is a good one; other family pictures are available from the Dairy Council.) Have your meal/menus displayed. Ask the students to pick out the dinner menu. When they select the right menu, talk about the different ingredients that are used in the menu. Use the back of the card. have object representation (or real objects)

Individual Student's Expected Response to Activity:

to help students identify cranberries (can or sauce or real), turkey, mashed potatoes, pumpkin/sweet potato pie, stuffing, jello salad, milk.

You may wish to take a small group of students to the store to purchase some items for the cooking activities in this unit. Each student would have a picture card of the item he needs to find. If you find it impossible to do this, send a picture shopping list to the students home and encourage family members to let him participate in the selection of the food. (1,2,3,4,5,6,18,19,20,26)

INTEGRATED ARTS (continued)

Cognitive: Develops basic cognitive abilities

24. Interacts with/represents objects and learns early play skills
25. Looks at books
26. Attends to/retells stories/events

Cognitive: Processes information relating to attributes

27. Matches/identifies/names colors
28. Matches/identifies/names shapes
29. Names/demonstrates function of object

Fine Motor: Develops basic hand and arm movements

30. Learns/improves/maintains reaching skills
31. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

32. Learns/improves/maintains ability to manipulate objects
33. Learns/improves/maintains ability to use tools to perform tasks

MUSIC THEME: "WE ARE FAMILY: PART I"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1) The student will improve understanding of simple commands.
2) The student will improve ability to imitate sounds.
3) The student will indicate a preference for a music selection during the music sessions.
4) The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1) "We Are Family" (Sister Sledge, 45 RPM). This is the introduction song for the music session. The students can clap to the verse. When the chorus "we are family" comes on, everyone holds hands and sways to the music.

2) "Put Your Hands Up In The Air" (Hap Palmer, from the album, Learning Basic Skills Through Music, Vol. I). This is a gross motor song where the students are expected to follow the directions in the song and the actions modeled by the group leader. This song promotes the idea of how everyone in a family works and does things together.

3) "What Is Your Name?" (Hap Palmer, from the album Learning Basic Skills Through Music, Vol. I). Everybody has a name in a family. When the group leader points to the student, he must say/sign his name. If the student is unable to do this, have the group call out his name to encourage a response (the student can raise his hand when he hears his name).

4) "Make a Sound" (Ruth and David White, from the album The Rhythm Makers) People in families must learn to take turns and let others share the spotlight. This song is a repeat of Activity #4 from the lesson "Sing a Happy Song: Part II". The students will play various musical instruments.

5) "Follow the Leader" (Ella Jenkins, from the album Play Your Instruments, Make a Pretty Sound). Sometimes in families we have to all do what one person tells us to do. This song lets us practice. It is a repeat of Activity #5 from the lesson "I'll Play For You: Part I".

6) "Chapel of Love" (Dixie Cups, 45 RPM) A time when families get together is at weddings. The group will serenade the "bride" during the chorus of "chapel of Love". See the lesson "sing a Happy Song: Part I and II", Activity #6, for further directions.

7) "I Like Me" (Hap Palmer, from the album Ideas, Thoughts and Feelings). The group leader will tell each student one thing that they like about them. The second time around, the verbal students will be asked to tell something about themselves. Family members have their own special traits that each of us like.

8) "We Are Family" (Sister Sledge, 45 RPM). This is a repeat of Activity #1 which signals the end of the music session.

UNIT: **THANKFUL FOR FAMILIES AND FOOD**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

These activities are designed for students to complete in small groups (5:1) during Art Learning Centers.

1) **"Grab Bag Art"** Organize the students into the three groups of Awareness, Imitation, and Self-initiation. (Refer to Introductory materials for explanation of groups, if necessary.) Tell the groups that "Each person in a family has his own special skills and that is why everyone gets something different today". Everyone in a "family" is their own special person. Make up a brown bag for each person in the groups. Fill them with items that they can use independently (or the closest to independently) in an Art bag. Mark each bag with an A, I or S so you know the group it belongs with. Let each student pick his own bag. Give them a paper plate to make their creation on.

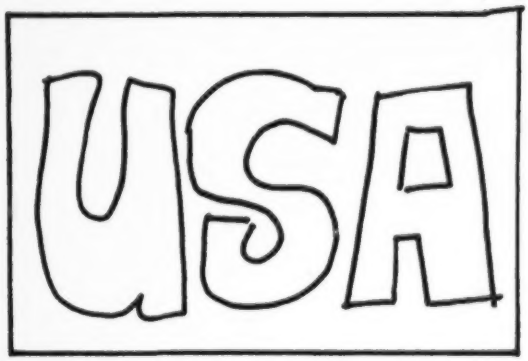
   Suggestions for SELF-INITIATION GROUP: ribbons, crayons, markers, glue, buttons, scrap pieces of paper, yarn, cotton balls, rocks, stones, leaves, sticks, etc.

   Suggestions for IMITATION GROUP: ribbons, white paste, scrap pieces of paper, yarn, cotton balls, etc; paint placed in roll-on deodorant bottles.

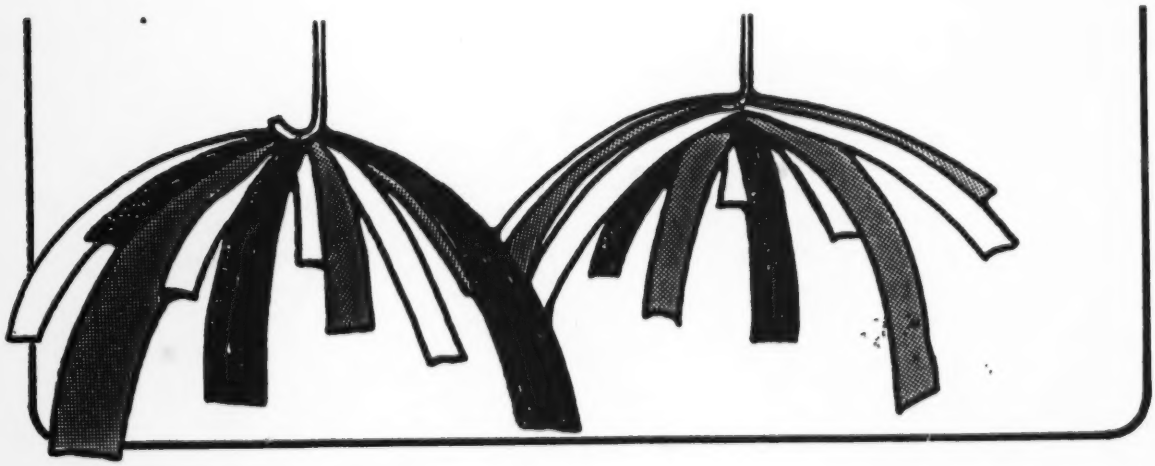
   Suggestions for AWARENESS GROUP: Assorted stickers, yarn to pull through large holes you punch in the plates, finger paint to make prints.

Individual Student's Expected Response to Activity:

2) **"Red, White & Blue" Election Day Collage:** Have students paste shredded pieces of red and blue paper (tissue, construction, whatever you have) on a piece of white paper. For the self-initiation group, write out a big outline that says U.S.A. or "VOTE" and see if they can paste within the boundaries.



3) **"Patriotic Explosion"** On American Holidays, people often display flags or have fireworks. Have pieces of red, white and blue construction paper, paste and scissors available. If some of the students are able - have them cut the paper into strips. If unable, have the strips precut. Have the students criss-cross two strips and paste in the middle. Cross another strip and paste it. Encourage students to cut and paste as many fireworks as they want. Let dry, then staple yarn to them and suspend them in a cluster from the ceiling.



UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: INTEGRATED ARTS

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity) This activity has been designed to use in a large group during a social-leisure time. It includes storytelling, drama, music all around a language activity. The teacher should get together the following materials: Poster sized copy of song "My Family" (see supplementary materials), book "The Family of Man", baby doll, diaper, bottle, blanket and other unrelated objects, photographs of staff's family.

"A PART OF THE FAMILY"

1. Start the activity out by again stressing that we are going to talk about families that work together. Use the book, "Family of Man" and show some pictures of multicultural families that are working, playing, loving each other. Ask students to use their boards and signs to describe the pictures. Show pictures of families taking care of babies. Tell the students that this is something that every family does, all over the world. Have them point to the baby, and sign baby. (2,11,15,16,17,21,22,25)
2. Show the baby doll to the group. Have them identify it (doll, baby). Tell them that the baby is crying (imitate crying). Have some of the students come up and select an object that they would use with the baby to "comfort" it. (ie, feed bottle, diaper, put blanket on it, hold it, hug it, rock it.) Prompt when necessary (2,14,15,16,20, 22,23,24,29)
3. Tell the group that a baby is one member of a family. Not all families have babies. Teach students the song "My Family" by using signs/augmentative system. Describe that these are people that could be in a family. If you know the composition of the student's family, you can emphasize this on the verse you are singing. (Vivian has a sister in her family, Derek has a dad in his family). (14,15,16,17,19,20)
4. Have staff members tell about their family photos that they brought into the room. Let the students look at them. The staff can then put them up on the bulletin board to form the beginning of the family quilt, which will be completed during the social/seasonal time. (5, 19,25,26)

Individual Student's Expected Response to Activity:

MUSIC THEME: "WE ARE FAMILY: PART II"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1) The student will improve understanding of simple commands.
2) The student will improve ability to imitate sounds.
3) The student will indicate a preference for a music selection during the music sessions.
4) The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1) "We Are Family" (Sister Sledge, 45 RPM). This song introduces the theme and the music session. Refer to Activity #1 from the lesson "We Are Family: Part I" for further instructions.

2) "Touch" (Hap Palmer, from the album Getting To Know Myself). This is a gross motor song that also requires a partner. The students are expected to follow the directions in the song and the actions modeled by the group leader(s).

3) "My Name" (Lou Stallman, from the album Learning Basic Awareness Through Music). Everybody in a family has a name, and this song gives us a chance to say it nice and loud. This is a repeat from Activity #3 from the lesson "I'll Play For You: Part I".

4) "Play Your Instruments" (Ella Jenkins, from the album Play Your Instruments, Make a Pretty Sound). People in families must learn to take turns and this song places a big emphasis on taking turns and listening for directions. It is a repeat of Activity #4 from the lesson "Celebration: Part I".

5) "Stop and Go" (Ella Jenkins, from the album Play Your Instruments, Make a Pretty Sound). Families have to learn to listen and do what the group leader says. This song is a repeat of Activity #5 from the lesson "You Sing a Song: Part I".

6) "Chapel of Love" (Dixie Cups, 45 RPM). This song is a repeat of Activity #6 from the lesson "We Are Family: Part I".

7) "Won't You Be My Friend?" (Hap Palmer, from the album Getting To Know Myself). Families are also friends with each other. This song is a repeat of Activity #7 from the lesson"I'll Play For You: Part II". The group sings the phrase "won't you be my friend?". The group leader then calls out one student's name. That student stands and claps his/her hands while the phrase is sung. This is repeated until everyone is standing.

8) "We Are Family" (Sister Sledge, 45 RPM). This is a repeat of Activity #1 and signals the end of the music session.

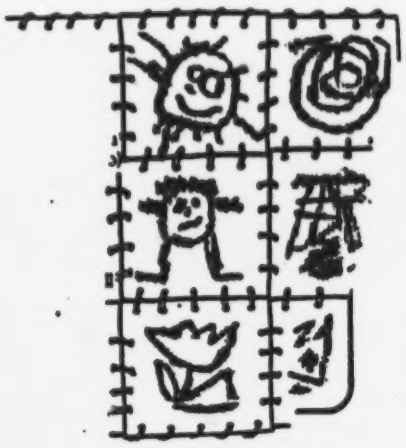
UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

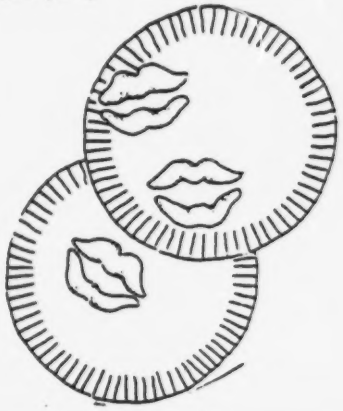
ACTIVITY: (Include materials, special set-up, objectives to be stressed at different points during the activity) These activities have been designed for the students to complete in small groups (5:1) during art time. Two different lessons are included here.

"I LOVE MY FAMILY"



1. Have an assortment of large hearts cut out of red, white and pink construction paper. Also have pictures of people and families cut out. Talk about the student's families with the small group, refering to the "Family Quilt" if possible. Tell how some familys have one parent, some have brothers and sisters and some do not, some have a grandparent living with them. See if the students can select people from the collection that reflect the people living in their house as their family. (2, 12,15, 16,19,20,22,23)

2. "GOODNIGHT KISSES FOR MOM AND DAD" You will need to have red lipstick, a mirror and a paper plate for this. Help the students put lipstick on in front of the mirror. Show them how to kiss. Have them kiss a paper plate to make a print. Give the prints to their parents. If a student's parents are seperated let him make two plates. (2,3,12, 19,20,23)



"MY SCHOOL FAMILY QUILT"

3. Pass out several 8"x8" squares that have punched with holes with a paper punch. Give the students a marker and tell them to make their own design. Describe how sometimes friends and families would get together to make a "quilt" out of patchwork to keep warm. Each piece is very special and unique. Print the students name on it and sew it together with yarn and display in the window (draw on both sides)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: INTEGRATED ARTS

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity) This is designed for use during a social/leisure time period that includes activities using drama, art and storytelling. Have a large pocketbook filled with assorted common objects; construction paper, old magazines, scissors , glue, crayons, typing paper, old keys.

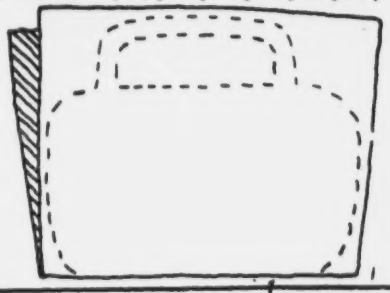
"MOM'S POCKETBOOK"

1. Get the group together in a large circle format. Ask them, "Didn't you always want to see what was in your mom's purse? Here's your chance!" Using a large purse filled with everyday common objects, work on the following skills with your three different levels:
   SELF-INITIATION: Have them open the purse select an object, demonstrate the function of the object, label it with sign/word, match the object to a picture.(21,22,23,29,33)
   IMITATION: Imitate the use of the object following a demonstration, identify a specific object given the choice of two; imitate sign in labeling object. (15,18,19,20,22,30,31)
   AWARENESS: Touch the object, grasp and release object, hold it in hand for five seconds. (4,18,19,24,30,31)

   Make a story out of this as you go along. "Isn't this great? Your mom usually tells you 'Stay out of my purse', but this is your big chance to explore! Who want's the next turn?" After all students have had a turn, follow up with these art activities back at the tables.

2. "FOUND YOUR KEYS, MOM" Title a sheet of white typing paper with this message. Give students odd keys to place under the paper and rub over the paper surface with different crayons. Colorful impressions, or "rubbings" of the keys will appear on the paper. See if the students can match the key to the correct shape it made. (12,19,20,21,23,32)

3. "MOM'S POCKETBOOK" Fold construction paper and cut out like the diagram. With the students, go through old magazines and cut out pictures of items they would find in a purse. The students open their purse and glue the items they select in side their "pocketbook". (12,15,19,20,22,23,29,32)



Individual Student's Expected Response to Activity:

MUSIC THEME: "Eat It"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

PLEASE NOTE: This Music Lesson may last from 45-60 minutes because of the use of various props in the songs. The lesson requires pre-planning and gathering of materials. It is suggested that you repeat this Lesson for at least two weeks once you have gone to the trouble of getting the materials together.

1. "Eat It" (Weird Al Yankovich, 45 RPM) This song introduces the theme of eating food (a subject dear to most of us). Sing along with Al and encourage the students to say/sign or use other augmentative systems to express "EAT IT" during the chorus.

2. "Cookie Disco" (Cookie Monster from his Greatest Hits/Sesame Street Album) Students can get up and move to the disco beat in this song. Talk about the shape of a cookie being a circle. Dance in a circle--encourage students to make circular movements (circle their arms, turn around in a circle).

3. "Going on a Picnic" (Raffi from The Corner Grocery Story) The group will be packing up food for a picnic. The teacher will ask the group if they brought a specific item (sandwich, salad, melon, apples, lemonade, cookies) and the students will say "yes". You may wish to have a picnic basket and pull out pictures of the named items when you ask the questions.

4. "Alice's Restaurant" (Hap Palmer, Learning Basic Skills Through Music: Health and Safety) This version of Arlo Gutheries classic hit introduces Alice - who will ask students to hold up the food items as she names them. She goes through the four basic food groups. For most groups, you may wish to conduct the song this way:

   a. First food group: Teacher holds up the following pictures to students: hamburger, fish, turkey, peanut butter, nuts, steak, bacon, eggs, hot dog.

   Stop tape, pass out items for b.

   b. Students hold up plastic foods or picture cards as the following items are named: apple, banana, orange, peach, pear, tomato, green beans, carrots, corn, squash, spinach, lettuce.

Stop tape and collect items.

c. Teacher shows pictures of the following food items: cereal, toast, biscuits, bread, cake, macaroni, spaghetti, noodles, crackers, pancakes, donuts, cookies.

d. For the last group, students hold up picture cards when the following items are named: cheese, ice cream, milk, butter.

5. "All on the Table Before Us" (Hap Palmer from Learning Basic Skills Through Music: Vocabulary) Use the items of a plate, cup, saucer, glass, napkin, bowl, knife, fork and spoon for this song. You will want to have them set up on a small table within the group circle. The song works on identification of the items and following two-steps. It does go at a fast pace, so you may want to start and stop the song so the students have time to respond to the commands.

6. "10 Cookies" (Cookie Monster from his Greatest Hits/Sesame Street) Place 10 cookies on a plate. The students will be expected to say/sign "eat" or "cookie" (or both) to obtain one. Have an assistant hold up the numbers as the 10 cookies are counted down.

7. "Eat It Up" (Rosenshontz from their album Share It!) This song humorously describes the need to eat good food to stay healthy. It is a tribute to all the torturous parents and teachers who live for the "clean-plate club". Students can sing/sign the chorus of "Eat It Up" and make disgusting faces when the singers name such vile edibles as spinach and brussel sprouts.

8. "Eat It" (Weird Al Yankovich) This is a repeat of the first song selection to indicate the end of the session.

UNIT: THANKFUL FOR FAMILIES AND FOOD

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

These have been designed to be conducted in small groups (5:1) in the Art Learning Centers. Several activities have been included for staff to choose from.

"FOOD ART"

1) **Spice Painting:** Collect an assortment of spices associated with autumn like ginger, cinnamon, nutmeg, cloves, sage, all spice, etc. Spread a mixture of Elmer's glue and water on paper using a paintbrush. After this, let the student sprinkle different spices on the painting. Let dry. Hang. The picture will give off a wonderful scent. (12,19,20,23,31,32)

2) **Corn and Potato Prints:** Cut a cob of corn and potato in half. Stick a fork in the vegetables to make it easier to grip. Dip the vegetables in paint (brown, yellow) to make prints on white paper. You can also put "corn handles" on a cob of corn and have students use both hands to roll it in the paint and roll it on the paper. (12,19,15,16,20,23,31,32)

3) **Dough Candles:** Prepare dough ahead of time using this recipe. Mix together 1 cup flour, 1 cup salt, 1/2 cup water. If necessary, add more flour to make a doughy consistency. You can add dry tempera paint to color the dough. (Double recipe if used for entire class.) Let the students roll the dough into a ball. Encourage them to flatten the bottom. Give them a variety of interesting objects to make indentations in their dough. Then carefully press a candle into the dough to make an impression to hold the candle when the holder is dry. (Do not leave candle in when dough is drying.) Leave dough out for several days and it will dry. (13,19,20,22,23,31,32)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILIES AND FOOD

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

These activities have been designed for use in small groups during art time. There are three selections to pick from. All stress the skill of "printing".

1) **"Handy Turkeys"** Use the sheet found in the supplemental materials. Pour brown tempera paint in a shallow pan. Have the student place his hand, palm down, in the paint, then press on the paper to make a print. When dry, add a red neck and eyes to make a turkey. (12,19,23,30)

2) **"Turkeys on the Table"** Put a large piece of butcher block paper on the table. Have a variety of Thanksgiving cookie cutters available. (i.e. Pilgrims, turkeys, cornucopia) Use red, orange, yellow and brown paints. have the students press the cookie cutter in the paint and then press on the paper. Cover the paper with prints, allow to dry. Use as a tablecloth for the Thanksgiving dinner. (12,19,20,22,23,31,32)

3) **"Thanksgiving Mural"** Make this mural for a wall decoration outside the classroom. Cut a large piece of butcher block paper. Cut large (6" - 8") T-H-A-N-K-S-G-I-V-I-N-G letters out of flat pieces of styrofoam (like meat trays). Put a corn holder or golf tee into the styrofoam to make a handle in each letter. Pour thin layers of tempera paint into shallow containers. Have each student print a letter. (12,19,20,22,23,31,32)

Individual Student's Expected Response to Activity:

UNIT: **THANKFUL FOR FAMILIES AND FOOD**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

This activity has been designed to use in a large group during social leisure time. It includes music and acting out a story. The teacher should make a poster copy of the song and gather the materials mentioned in "Days of Thanksgiving". This can be found in the supplemental materials packet.

1) **"Turkey Song"** Have a photograph of a turkey. Ask the student's to identify the picture, using their response mode. Tell the group that the turkey is the most important part of the Thanksgiving dinner. We are going to learn a song about a turkey to "Sign/sing". Use a xylophone to tap out the tune. (4,14,15,16,17,19,20,21,23)

2) **"Days of Thanksgiving"** This activity is well explained in the supplemental materials section. The staff need to review the activity before presenting it. It takes some preparation, but is a lot of fun! (4,14,15,16,17,19,20,21,22,23)

Individual Student's Expected Response to Activity:

DISCOVERY CENTER

Fine Motor: Develops basic hand and arm movements

1. Learns/improves/maintains reaching skills
2. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

3. Learns/improves/maintains ability to manipulate objects
4. Learns/improves/maintains ability to use tools to perform tasks

Fine Motor: Improves perceptual motor skills (Many of which involve cognitive abilities)

5. Learns/improves/maintains visual tracking skills
6. Learns/improves/maintains visual perceptual skills
7. Learns/improves/maintains tactile perceptual skills
8. Learns/improves/maintains body image/spatial relations

Sensory: Improves postural security

9. Improves postural security in space
10. Improves/develops postural security while on movable/elevated surface

Sensory: Processes perceptual stimuli

11. Processes tactile stimuli
12. Processes auditory stimuli
13. Processes visual stimuli
14. Processes stimuli related to temperature/taste/smell

Leisure/Recreation: Plays in sand/water

15. Plays in sand
16. Plays in water

Cognitive: Acquires learning skills

17. Increases motivation to interact
18. Attends to instructor/task

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity) This activity is designed to be conducted in a small group of no more than 8 students. Materials needed are: red, blue crepe paper, dowels, American Flag, record "Born in the USA", bean bag, push and go cars, confetti, sensory tub, trophy, V-8 juice, horn

"Patriotism Swells in Our Hearts" (ELection/Veteran's Day)

1. "Hey, Hey...The Gang's All Here" Gather the group of patriots together and do one of the many name-calling activities. Tell the group you are going to do a "roll call" to see who is present to vote today. Reinforce students for responding to name and looking at peer when their name is called. (12, 17, 18)
2. Place the streamers on a dowel and pass an American Flag around to wave while you are listening to "Born in the USA" by Bruce Springsteen. Reinforce attending, auditory and visual tracking. (1,2,3,5,17,18)
3. Play a game of "Pass the Buck", like all politicans do. Give the students a large soft object like a bean bag to pass to each other. Set a timer and see who is stuck with it when it goes off. Blow a horn in that student's ear. (2,8, 17)
4. Use a "push and go" car by TOMY and have the students hit the top of it to make it go. If you have access to adapted switch battery operated cars, have the students use those to race each other. (2,3,4,5)
5. Pass around some V-8 juice for the students to drink after their auto racing victory and their "race to the finish". (14)
6. Bury a large trophy or similiar object in the sensory tub filled with confetti. Have the students find it. (1,2,6,7)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: DISCOVERY

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). This activity is designed to be conducted in a small group of no more than 8 students. Materials needed are: mirror, shaving cream, pink sponge rollers, paint, white paper outlined in woman's face, basket full of cosmetics and colognes.

"MAKING UP LIKE MOM AND DAD...OR BIG BROTHER AND SIS!"

1. Get the group together and tell them that we are going to "pretend" that we are the mom, dad, brother, sister in our family. (Choose an appropriate family member for each student.) Go around the group and call each student's name, explaining to them which person they are going to be. ("Nick, today you are going to pretend that you are just like your dad, Steve and your mom, Kathy!) Reinforce awareness of the names being called. (12,17,18)
2. SHAVING CREAM EVENTS: (a) Cover the mirror with shaving cream. Have the student smear it around until (s)he can see face. Reinforce a response to mirror image (6,7,11) (b) Rub shaving cream on students cheek or leg. Give them a popsicle stick to "shave". (2, 3, 4, 11) (c) Do a shaving cream painting. Heat the shaving cream by placing the can in a very hot pan of water. Squirt some on butcher block paper. Let the students paint with their fingers. (1,2,7,11,14). For variation, have an assortment of colors and scents of the shaving cream.
3. MOM'S CURLERS. Get several pink sponge rollers. Have the students disassemble and assemble them. The, have them paint a "hair-raising" pciture by dipping the sponge rollers in paint and dapping on an outline of a woman's face. (1,2,3,7,11)
4. Have a basket full of cosmetics and make-up the students can use. Put in lipstick, face powder, hand lotion, perfume, aftershave, etc. See if the students develop some preferences, Let them choose the items they want to use. (1,2,7,8,11,14)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILIES AND FOOD

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

This activity is designed to be conducted in a small group of no more than 8 students. Materials needed are: brown finger paint, outlined barn cut out of paper, turkey mask, feather duster, Elmer's glue, water, assorted spices, gourds, bucket, records: "Turkey in the Straw" and "I'm Thankful For" (Hap Palmer, Ideas, Thoughs and Feelings), photographs of items students like, brush.

"Things Associated with Thanksgiving"

1) **Turkeys:** Put hand in brown finger paint and make a print on a piece of paper cut in a barn or turkey outline. (1,7,8,17)
   -Use a turkey mask to play a game of "peek-a-boo". Record a change in facial expression when the mask is removed. (2,6,13,18)
   -Tickle students with a feather duster while listening to a selection of "Turkey in the Straw". (7,11,17,18)

2) **Spices:** Make a mixture of Elmer's glue and water and spread on paper with a brush. Sprinkle various spices on the paper and let dry. Use as a sniff board or as a placemat. (2,3,6,11,14)

3) **Gourds:** Have students pick up and/or drop gourds into the bucket while the staff sings. Explore the various textures and weights of the gourds. (1,2,5,17,18)
   (To the tune of "Way Down Yonder in the Paw Paw Patch")
   "Picking up gourds and dropping 'em in the basket,
   Picking up gourds and dropping 'em in the basket,
   Picking up gourds and dropping 'em in the basket,
   Way down yonder in the harvest patch."

4) **Giving Thanks:** Teach students how to coactively sign "thank you". Use the song, "I'm Thankful For..." and show assorted photos of items the students may be appreciative of. These can be food, clothes, caregivers, favorite toys...any item that you have noticed them showing a preference for should be included in this. Record response of students who visually attend/track the photos. (5,6,7,17,18)

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILIES AND FOOD

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

This activity is designed to be conducted in a small group of no more than 8 students. Materials: record player with calypso music, various corn products to eat, popped popcorn, bags, boxes, plastic bottles, bowls, tumblers, collection of ears of corn (Indian and sweet), old clothes, newspaper.

"A VERY CORNY DAY"

-Corn is a very important part of the Thanksgiving celebration, as history tells us that it is because the Indians introduced this grain to the settlers at Jamestown and saved them from a starving winter. The first part of the activities in this Thanksgiving unit will focus on corn. Pass around some ears of Indian corn for students to explore, reinforcing any response to the tactile sensations.(1,2,6,7,11)

-Give them ears of corn that are still in the shuck. Demonstrate how to pull the shucks back to get the corn. See if any of the students can use fingers to grasp pieces of the shuck to pull it back. Let them explore the corn. Compare it to the Indian corn. (2,3,7,11)

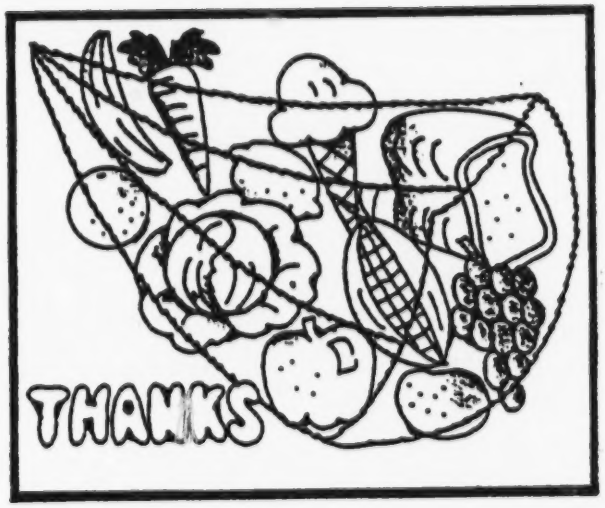
-Tell the students that not only do we like to eat corn, but so do birds, and we just can't let them do that! Have a stack of old newspapers for students to crumble in balls. Stuff these in old clothes to make a scarecrow. Display the scarecrow in the Discovery center with the other autumn props. (2,3,6,17,18)

-Play a game involving corn. have two students go to the part of the room where the corn is displayed. They are to pick up a corn cob, and bring it back to the group and drop it in a basket. The student who can do this without dropping it wins. **OR** Try a relay race. Put the group into two lines. The student brings the corn ear back to the next in line and hands it off. The first team to complete the sequence wins. The staff will have to be the ones who move the students in their chairs, but students should work on grasping, holding and releasing the corn ears. (1,2,11)

Individual Student's Expected Response to Activity:

-"Shake and Shuffle Popcorn" (Herley and Linn) Gather the students in a circle. Provide popped popcorn that has been placed in boxes, open containers (a bowl, tumbler), closed see through jars, and closed paper bags. Give each student one of these apparatus with popcorn in it. Put some rhythmic music (reggae or calypso) on the record player and encourage movement with the popcorn containers. Demonstrate shaking, shuffling and other movements that they can make while holding their containers. Remember, it is fine to take some time out for a little snack. (2,3,12,14)

-Prepare a lot of corn items for students to eat: creamed corn, cornbread, corn fritters, popcorn, etc. (14)



HOME MANAGEMENT

Self Care: Learns eating skills

1. Drinks from a bottle
2. Drinks liquid from a cup/straw
3. Eats food from a spoon/fork
4. Feeds self finger foods
5. Feeds self using utensils
6. Gets own drink

Self Care: Learns toileting skills

7. Demonstrates readiness for/begins process of toilet training
8. Follows appropriate toileting procedure

Self Care: Learns dressing skills

9. Removes outside clothing
10. Removes inside clothing
11. Puts on outside clothing
12. Puts on inside clothing
13. Opens clothes fasteners
14. Closes clothes fasteners

Independent/Functional Living: Learns skills related to planning/preparing/eating meals

15. Learns skills specific to eating in cafeteria
16. Lerns skills specific to preparing and eating "sack lunch"
17. Plans menu and shops for groceries
18. Prepares family-style meal
19. Sets table and eats
20. Cleans kitchen after eating

Independent/Functional Living: Learns clothing care skills, wearing, laundering, shopping

21. Learns advanced dressing skills
22. Shops for clothes
23. Cares for clothes (e.g. washing, repairing)

Independent/Functional Living: Learns skills related to health and safety

24. Learns good health practices and takes medication responsibly
25. Follows indoor safety procedures
26. Follows outdoor safety procedures
27. Follows basic first aid procedures

Independent/Functional Living: Improves interpersonal skills

28. Learns skills related to family interaction
29. Learns information related to sexuality

HOME MANAGEMENT continued

Leisure/Recreation: Cares for pets and plants

30. Cares for a pet
31. Cares for plants

Leisure/Recreation: Plays with toys, games, computers/has a hobby

32. Plays with toys
33. Plays table games and electronic/computer games
34. Completes puzzles
35. Has a hobby/collection

Communication: Learns non-vocal communication skills

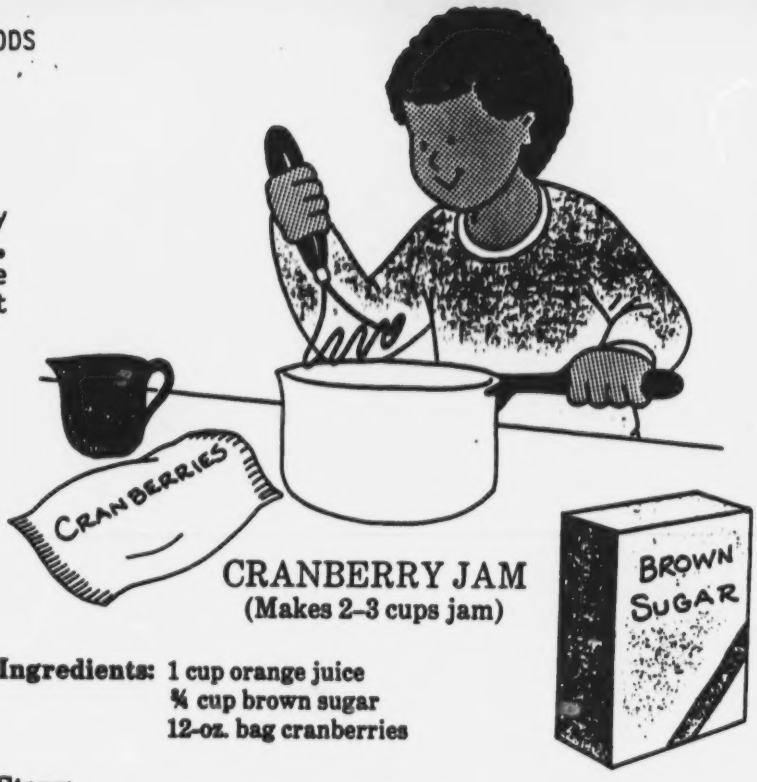
36. Learns sign language
37. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
38. Learns to use electronic devices for communication

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: This is a cooking activity that will stress the skill "mashing", which is the skill of this unit. The teacher should make up a recipe chart listing the six steps in this recipe. It is suggested that the students eat this with cornbread, which could be made ahead of time by one of the staff members. For all the cooking activities in this unit, the staff should purchase at least three mashers for the cooking center.



CRANBERRY JAM

(Makes 2–3 cups jam)

Ingredients: 1 cup orange juice
¾ cup brown sugar
12-oz. bag cranberries

Steps:

1. Bring the orange juice and brown sugar to a boil in a large saucepan over medium heat, stirring occasionally.
2. Wash the cranberries and add them to the saucepan.
3. Boil the mixture slowly for 5 to 10 minutes or until cranberries begin to open.
4. Remove the jam from the heat and mash with a potato masher until smooth.
5. Pour into a quart-sized container. Serve on Country Corn Bread (see page 51).

Note: Leftover jam from this recipe should not be saved, because it may spoil.

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include special set-up, materials, objectives to stress at different points during the activity). This is a group cooking lesson called "Friendship Salad". It differents from the main cooking lesson of the unit, which stresses the skill of mashing. Prior to this activity, the teacher should have sent a note home with all students asking their families to send in a fruit to contribute to the salad.

"FRIENDSHIP SALAD"

The day of the cooking experience, gather all the students together with their fruit. Tell them we are going to make a salad that will celebrate "friends and families". Our families have helped with this salad by sending in fruit. Have several pictures of fruit (Peabody) cards available in the cooking center. Ask each child to identify the type of fruit that (s)he brought in. Make a chart of the fruits each child brought. (Draw a picture of the fruit, and then list their name). Prepare the snack in three small groups. Give them their own fruit to wash and prepare. Show the students the safe way to hold and use a plastic knife. After each child finishes preparing the fruit, have them put it in a big "frienship bowl" Give them a big spoon to mix it up and dish it out to their friends. (3,4,5,18)

This activity is part of the day long "Celebration of Family". The activity will help develop self-esteem as children contribute to a group project, and bring in something from "home". Objectives from Current Events (language) and Integrated Arts (fine-motor) can also be worked on during cooking.

Individual Student's Expected Response to Activity:

UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

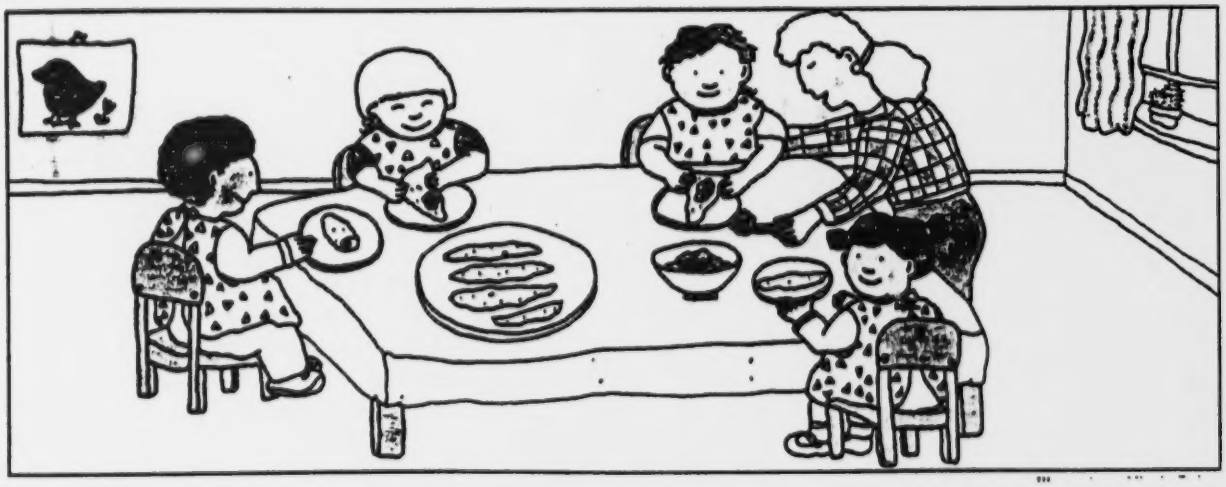
ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). This is a cooking activity that stress the skill of mashing. The students will mash dressing and mash potatoes. This activity may be a bit more expensive than most of the cooking activities, but it will make a nice "brunch" for the students.

"TURKEY ROLL-UPS"

1. Prepare a large package of stove-top dressing according to directions.
2. Let students use a masher to mix the bread crumbs and the water together to make the dressing.
3. Give each student a deli slice of turkey breast to lay flat on a paper plate.
4. Have them scoop dressing on their piece of turkey.
5. Roll up the meat and eat!

"MASHED POTATOES"

1. Have several hot cooked potatoes in a pan.
2. Give students the masher to use on the potatoes to smash them up.
3. While students are mashing, add a little bit of warm milk to give the potatoes the right consistency.
4. Add a slice of butter. (Let each student add one while he is mashing)
5. Scoop potatoes on plate with the turkey roll-up and EAT!



Individual Student's Expected Response to Activity:

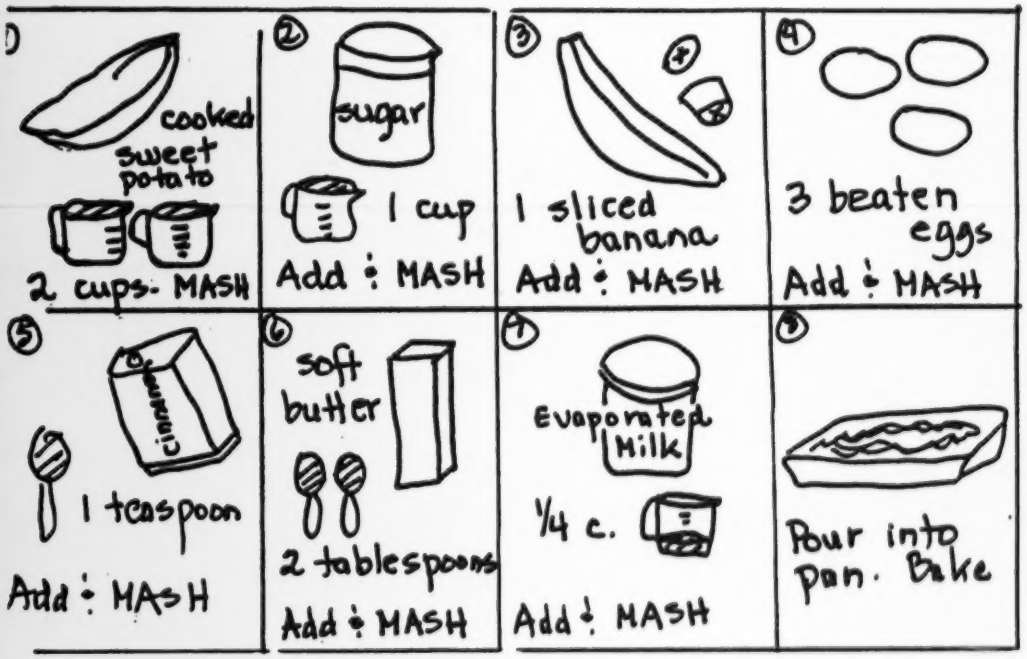
UNIT: THANKFUL FOR FAMILY AND FOODS

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: This is a cooking activity that stress the skill of mashing. The staff should make a recipe chart of this procedure and post in the cooking center.

SWEET POTATO CUSTARD



1. Add two cups of cooked sweet potatos to bowl and mash.
2. Add 1 cup of sugar to the bowl and mash.
3. Add 1 sliced banana to the bowl and mash.
4. Add three eggs to the bowl and mash.
5. Add 1 teaspoon of cinnamon to the bowl.
6. Add to tablespoons of butter to the bowl and Mash.
7. Add ¼ cup of evaporated milk to the bowl and Mash.
8. Pour into a greased baking dish and bake at 350 for 40 minutes.

you can serve this dish warm or cold.

Individual Student's Expected Response to Activity:

Play group activities

Start with the students at a table in a circle and have all the necessary materials within your reach and organized. You may wish to gradually move the students to a less confined play space such as (1) chairs without a table or (2) on the floor in a circle. This could be accomplished over a period of weeks depending on the students capabilities to handle undefined space. Prepare three activities that address the follow play goals:

1. a functional play goal or demonstration of a new toy
2. group interaction or sharing activity where the focus is on peer awareness and interaction
3. a sensory play experience to stimulate the student's sensory avenues.

Play lessons should last from 15 to 20 minutes with a group of no more than five students and one instructor.

This weeks play theme: **Thankful for Family**

1. Functional use of toys: This is a play session where we introduce the idea of a prop box. This is a technique that is commonly used in many preschool classrooms. Our prop box should be filled with dress-up props that can be used as the kids dress up as mom, dad or a child. Some suggestions for the box are: MOM (apron, straw hat, high heeled shoes, purse, beads), DAD (hat, tie, sport coat, wallet), CHILD (sports cap, sweater). Have a poster available with a picture of a woman, man and child. The student must indicate which person he wishes to dress up as and then select the correct props. Ask the other students to identify on the poster, which person the child

has dressed as. Add your own ideas to the prop box. NOTE: an idea for dress up is to visit used clothing stores and try to find suit coats and dresses that are "child-sized".

2. The second activity of the play session should focus on a peer awareness or interaction activity. There are two options that you have here. One is to pair the students and have them use COLORFORMS to dress up different family members. These can be purchased commercially and include Barbie and Ken and other "people" type sets. Have the students work cooperatively to dress their paper dolls. You can also continue the prop box idea by having the students pick a peer and dress them .

3. The last activity has a sensory focus but still revolves around the idea of " family". Pick a variety of objects that have family scents. For example, have baby lotion and powder; shaving cream that is scented and perfume. Get a baby doll and rub and powder the baby. Put shaving cream on cheeks or legs and "shave" with a popsicle stick. Spray on some perfume.

Play group activities

Start with the students at a table in a circle and have all the necessary materials within your reach and organized. You may wish to gradually move the students to a less confined play space such as (1) chairs without a table or (2) on the floor in a circle. This could be accomplished over a period of weeks depending on the students capabilities to handle undefined space. Prepare three activities that address the follow play goals:

1. a functional play goal or demonstration of a new toy
2. group interaction or sharing activity where the focus is on peer awareness and interaction
3. a sensory play experience to stimulate the student's sensory avenues.

Play lessons should last from 15 to 20 minutes with a group of no more than five students and one instructor.

This weeks play theme: **Thankful for Foods!**

1. Functional use of toys: This is a perfect time to introduce all the Fisher Price Toys that have to do with cooking. There are a variety of ways to use these materials. You can have a play activity where the children use the dish sets to set the table for dinner. Have them identify items to use to "eat" . They can demonstrate how each item is used. Use an outlined placemat to see if the kids can match the object to the outline. OR ...Use the Fisher-Price cooking items and prepare a meal. Use the corn, turkey (chicken) and potatoes and some of the new cooking utensils that have some action built into the toy. Have the students use the core vocabulary during this part of the play section.

2. The second activity of the play session should focus on a peer awareness or interaction activity. We introduce a commercial game here that two kids play at a time. This bridges the step from parallel play to cooperative play. The game that is used is "Don't Spill the Beans". It still ties into our "food" theme. The students take turns picking up a little bean and putting it in a cup. The child that "spills" the beans leaves the team and another child takes part. While the children are not playing, they can be cheerleaders for the students who are. This game helps students also practice pincer grip.

3. The last activity has a sensory focus but still revolves around the idea of " food". Raid your spice cabinet at home and bring in all of the spices that are associated with Thanksgiving: nutmeg, ground cloves, cinnamon, pumpkin pie spice, anise, ginger, sage, etc. Let each of the kids smell the spices. Can you detect preferences? Mix Elmer's glue and water together and have the students spread the mixture on paper with a brush. Sprinkle various spices on the paper and let dry. If this is hung up in the child's room, it really creates a wonderful aroma! Let the children sniff the papers.

A Family Affair

A.B.L.E. Resource Guide for Families of Young Children with Handicaps

NOVEMBER: Thankful for Family and Foods!

Following the excitement of Halloween, the children are all very thankful for all the candy and food treats that they received while "trick or treating". During the month of November, our unit activities at school will focus on the idea of "being thankful"...not only for the foods we get to eat, but also for our family and friends.

We begin our unit with a focus on family. You are asked to fill out the family information sheet and send in photographs of your family so we can use them in our lessons and personalize the activities for your child. The activities begin with the similiarties we share with all families. The concepts that we will stress during this unit are:

(1) We are all part of a large family of Americans. We live in the United States, in the state of Michigan.

(2) Families are made up of a variety of people, and families are ususally different from each other.

(3) Families work together to keep their home nice.

(4) Families play together and care about each other.

(5) Families celebrate having good food to eat by having a big feast called Thanksgiving.

(6) During Thanksgiving, we have alot of special foods: turkey, potato, corn, cranberry and sweet potatoes.

We have selected these vocabulary words/concepts to be our "core" vocabulary throughout the unit: parent, brother/sister, "we are a family", work together, play together, "we love each other", "give thanks", corn, friend, eat, potato, turkey.

Our special theme activities will include a "thanksgiving dinner". We have two special music sessions planned around the ideas of family ("We Are Family") and foods ("Eat It!") If you are interested in knowing what the songs are during our music lessons, we would be happy to send home a copy of our music lessons. Our cooking skill this month is mashing! Read on for some exciting ways to use leftover mashed potatoes!

A.B.L.E. Resource Guide for Families of Young Children with Handicaps

NOVEMBER: Thankful for Family and Foods!

Activity 1: Thankful...for Foods!

Objective: To provide opportunities for your child to use core vocabulary words ("give thanks", potato, corn, eat) while demonstrating some new skills learned at school (mashing, toy play).

Procedures: All month long we are thinking about Thanksgiving dinner and eating alot of seasonal foods. Here are some of our favorite activities that revolve around food, but we promise won't add any more stress to moms burdened with dinner preparations!

1. Get out your old potato masher, boil some potatoes and let your child mash them. Trust us, they enjoy destroying the potatoes. The mashing activity also builds fine motor (grasp) and gross motor strength (upper arm movements. The question you are probably asking is "What do we do with the lumpy cold potatoes my kid has (s)mashed?" We've got the answer, brought to you by Wayne County Intermediate School District occupational therapist Melinda Mitchell-Reeber. Here is her "salute to lumpy potatoes"...Mashed Potato Soup. Her food critics, 5 year old Monique and 3 year old Megan gave rave reviews and announced it tastes just like Big Boy's!

Mashed Potato Soup

1. Place the smashed potatoes in a pan.
2. Add milk gradually to thin (depending on how many potatoes you have) while heating on medium heat.
3. Cut a large hunk of Velvetta cheese into small cubes.
4. Let your kids drop them in the pan.
5. Let your child stir slowly (remember that was our cooking skill last month!)

NOTE: You can add grated fresh onion for more flavor, as well as some salt and pepper.

2. During our play group at school, we have introduced a commercial game called "Don't Spill the Beans!" This game is available at most toy stores for under $5.00. Playing the game with your child teaches him how to take a turn and also provides an opportunity to work on fine motor skills, particulary the pincer grip.

3. Have a Gratitude Day during the month. Ask each family member to name one thing that they are thankful for and write in on a piece of paper. Attach it to the refridgerator and read it every day. Have the kids look through magazines to find pictures of things they are thankful for and make a family collage. Before dinner, hold hands and ask each family member to name one thing that they are thankful for that occured that day.

4. Corn is a very important part of the Thanksgiving celebration, as history tells us that it is because the Indians introduced this grain to the settlers at Jamestown and saved them from a starving winter. We are doing alot of activities at school around "corn", and here are some "corny" ideas to try at your house! Give your kids ears of corn that are still in the shuck and show them how to peel them back to reveal the corn. Purchase alot of Indian corn and make a display. How many different kinds of corn can you eat? Make cornbread, creamed corn, corn fritters and popcorn!

Activity 2: Let's Go Krogering!

Objective: To provide opportunities for your child to practice skills and concepts learned at school in a daily living situation.

Procedures: We know that grocery shopping with a young child is not on the list of favorite things for a parent to do. However, no matter how many times we avoid it, it is inevitable in November as we prepare for a family feast. We suggest going early in the morning or late at night, taking your child with you and using this as a learning opportunity. Here's a list of all the skills you can teach while grocery shopping. But you've got to be prepared to take your time while you're shopping!

1. Go by the gourds, Indian corn and pumpkins in the produce section. Let your child explore the textures and different vegetables while selecting some to buy. Put them in a basket at home and create your own cornucopia.

2. Make a shopping list using pictures of items that your child could find in the store. Tape them on a piece of paper and play "Let's Go Find!" This practices object to picture matching skills.

3. If you have the time, take one can off a shelf. Show it to your child and say "Here's a can of <u>corn</u>". Find one like it!" This is another matching game, a little less difficult as your child is matching object to object, but still practicing important identification skills.

4. Give clues to your child about something you are looking for. Say, "I am

looking for something to drink that is orange". Give as many clues as necessary. It helps your child learn to recognize objects by attributes.

5. After your child has completed the grocery shopping, let him pick out his own special treat from the store.

NOTE: If you can't use shopping as a educational experience, but still need to take your child along, try this idea. Bring an old purse of yours for your child to open and explore the contents. Put in things like an old set of keys, comb/brush, mirror, kleenex, perfume or other items that you don't mind having your child explore. It will give them something to keep busy with while you are shopping. If you child likes to drop things out of the basket, have the items attached to ribbons and tie them to the basket handle.

Activity 3: We Are Family!

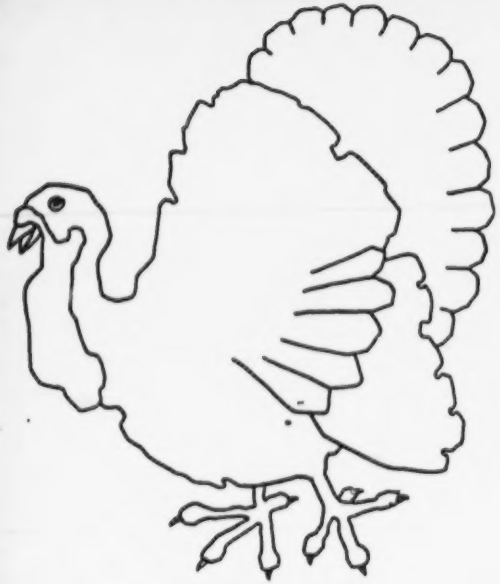
Objective: To provide an opportunity for your child to learn about his family and learn to use books to reinforce vocabulary.

Procedures:

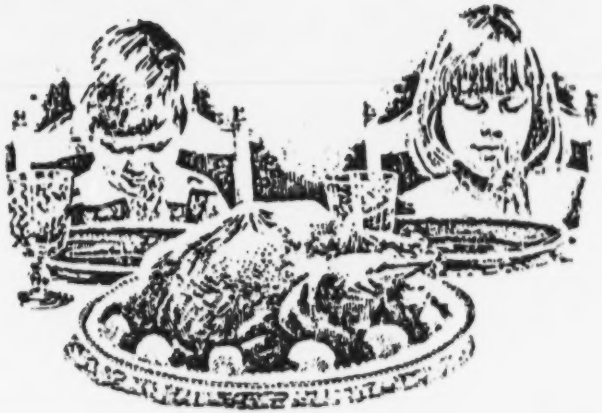
1. A favorite activity of children is to look at photographs. Spend some time looking through photo albums. Bring out pictures of your child when he was a baby. Compare the pictures to recent ones OR have a mirror nearby and make comparisons. You could follow this activity by reading a book titled Where Did Baby Go? Find some of your old pictures and share them with your kids. (Be prepared for ridicule!) Get a collection of family pictures and place them on your child's dresser. Ask him to identify the family members.

2. There are many books that have nice stories and pictures about family and Thanksgiving. One that most of our kids like is a photo collection called A Family of Man, and a sequel called A Family of Children. Other ones you might like to share with your little kids are Family and Mother's Helper by Helen Oxenbury, Daddies by Lonnie Carelton,and Arlene Alda's (yes it is Alan's wife) books called Matthew and His Daddy and Sonya's Mommie Works. Great Thanksgiving books include It's Thanksgiving by Jack Pretulsky and First Thanksgiving Book, which are both poetry collections.

3. Don't overlook making your books for your kids. Cut out pictures that correspond to the vocabulary words and have your child "read" to you. Another idea is to cut out pictures of food and put a scratch and sniff sticker on it to make a "scratch and sniff" book.

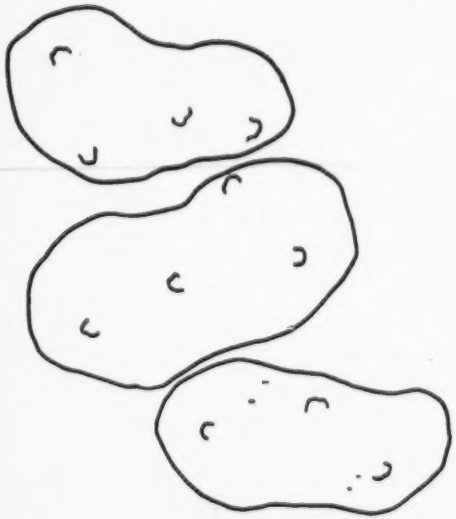


turkey



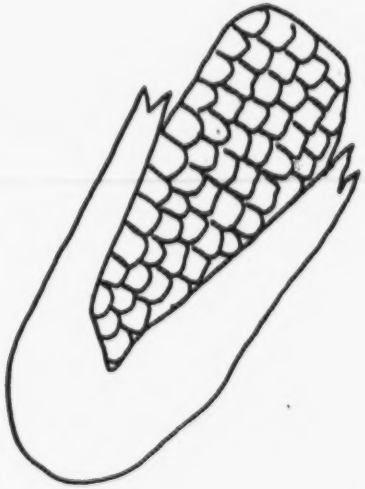
give thanks

eat



53- potato

friend



corn

We are a family

play together

work together

We love each other

parent

brother/sister

Family Information

This information is about_____'s family.
It was written and sent in to our classroom by_____.

These are the people who are living in our house as our family.

Here is a story from when my parents or grandparents were my age:

Here is a story of a practical joke played by or on our family:

Here is a story about something we learned from older relatives (ie. magic tricks, fishing, old-fashioned sayings)

This is our very favorite thing to do as a family:

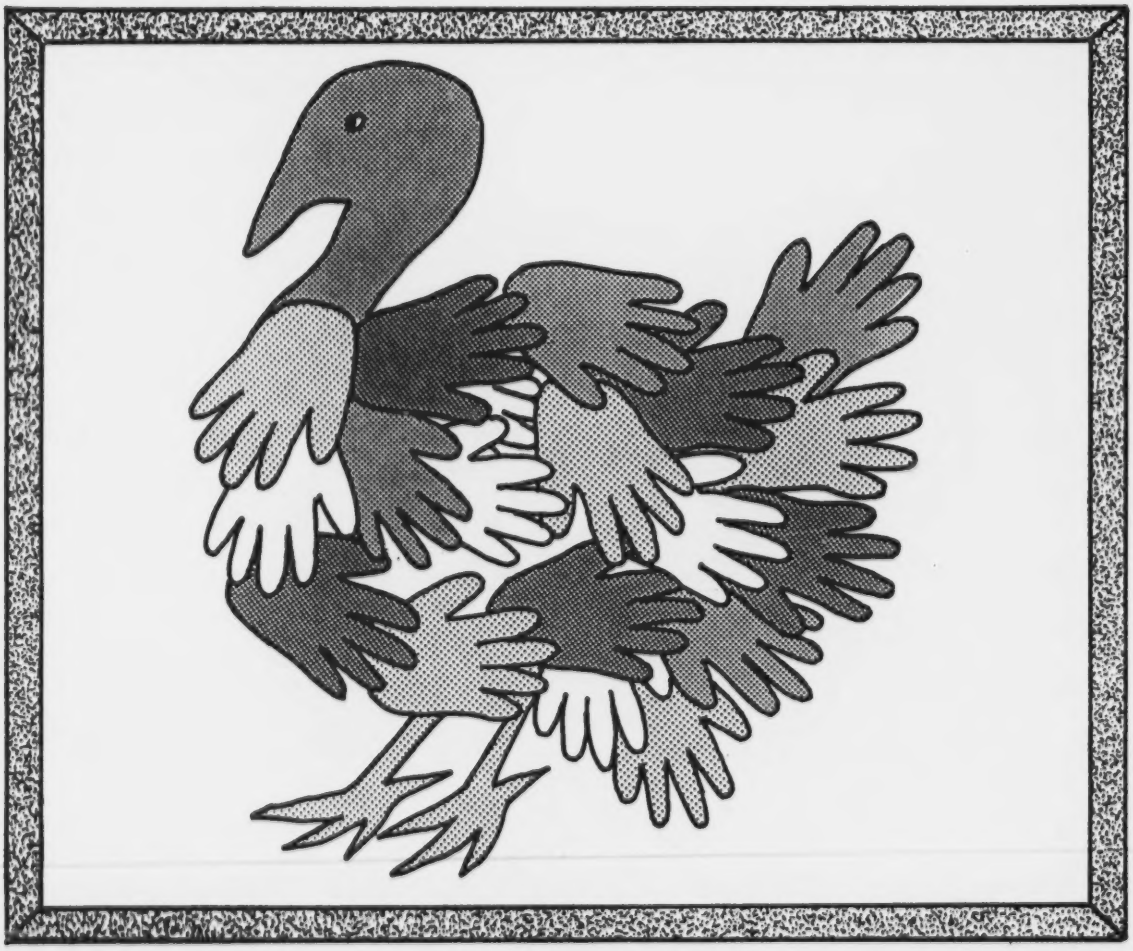
This isn't just a turkey
As anyone can see...
I made it with my hand!
Which is a part of me.
It comes with lots of love,
Especially to say...

Have a very happy
Thanksgiving Day!

Thanksgiving Bulletin Board

A turkey made of handprints arranged as turkey feathers is especially attractive. Each child will trace around his/her hand with a pencil on a piece of construction paper. He/She will then cut on the pencil lines with scissors. Use a variety of fall colors for a colorful turkey. The teacher will make the turkey head from red construction paper and the turkey feet from yellow construction paper. The many handprints are then stapled on the bulletin board to form a strutting turkey.

This activity gives the child much needed practice in cutting and tracing. This will develop fine motor skills.



DAYS OF THANKSGIVING

This is a simple song that has been adapted from the "Twelve Days of Christmas". It is helpful to obtain an instrumental version of the song, and also provide rhythm instruments and the necessary visual aids. An autoharp or piano is also desirable.

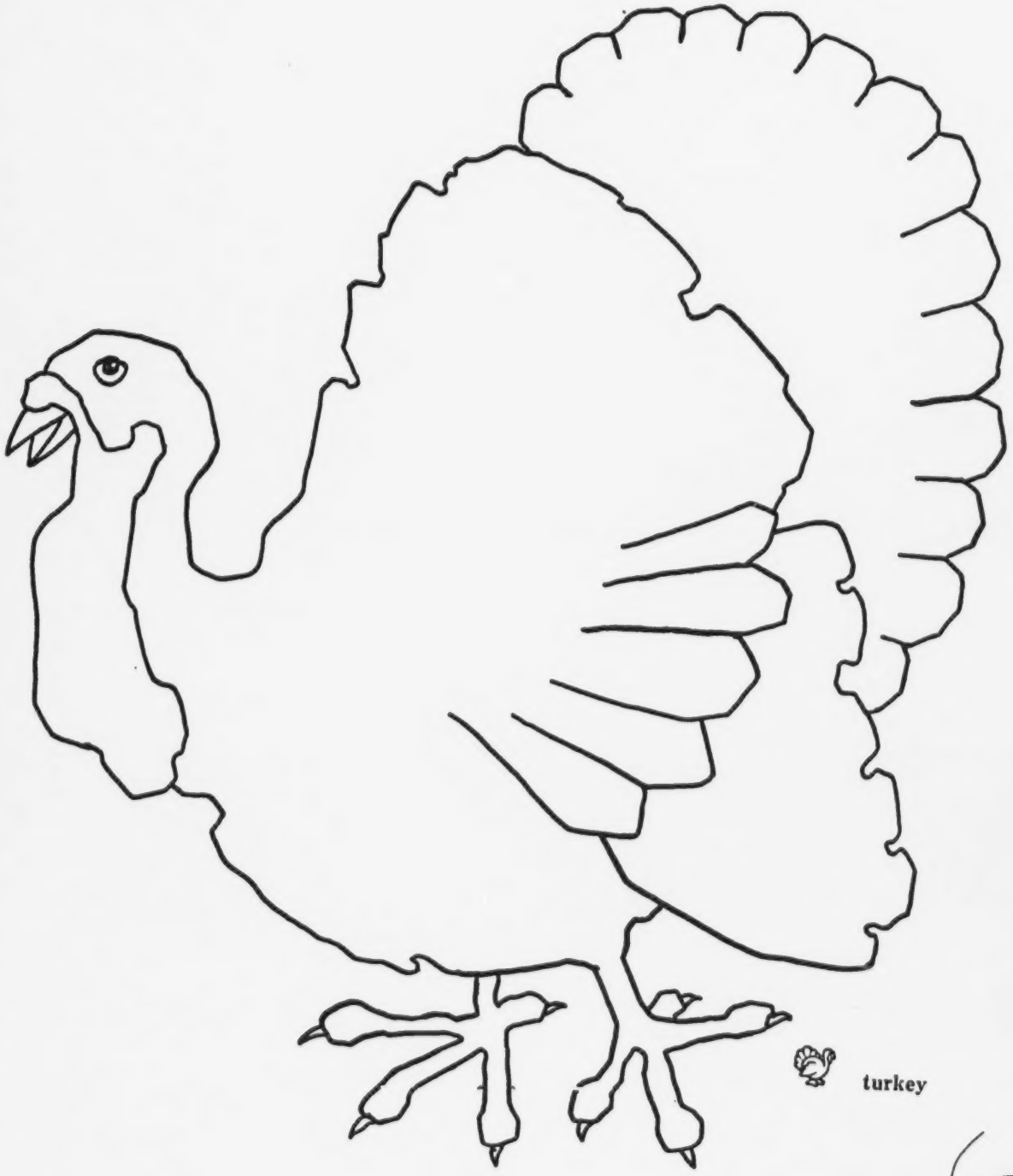
One objective of this activity is to get the student to want his turn and play on cue. You may only want to go up to the number 5 with the song. Here are some suggestions for conducting the activity:

1. Discuss Thanksgiving and the foods we eat at that holiday.
2. Sing the first section of the song and show the picture of the food. Have the class imitate the sign for the food. Follow the same procedure adding the individual food phrases. Numbers may be reinforced by holding up the correct number as each new day is sung.

Additional days can be added as appropriate. Some suggestions are:

Sixth	"Six bowls of stuffing"
Seventh	"Seven buttered rolls"
Eighth	"Eight bowls of gravy"
Ninth	"Nine fruit salads
Tenth	"Ten pans of cornbread"
Eleventh	"Eleven bowls of green beans"
Twelfth	"Twelve mincemeat pies"

This is an excellent opportunity for nonverbal students to perform signing words, holding the visuals and/or playing the rhythm instruments the designated number of beats.



turkey

turkey

turkey

Couldn't Have Gotten Along Without You

to _____

for

_____

_____

_____

Thanks for your special help.

name _____